

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter includes theory and previous research. This chapter consists of his two subsections. First of all, about the theoretical foundations on which the research is based. The second is prior research that explains the differences with the current study. This chapter reviews the relevant literature, including the Information Literacy and Empowerment 8 model.

#### **A. Information Literacy**

Literacy comes from the Latin, *littera* (font), which means "involves the sovereignty of a writing system and the conventions it contains. Nevertheless, literacy is related to language and its use, and the word "information" itself is of English origin. Information literacy means "encouraging people to search for and obtain information and new knowledge (people who have the ability to process information can also apply it to their daily lives)" we can conclude.

In library and educational literature, the term 'information literacy' has evolved in parallel with changes in the meaning of 'information' itself. For example, Zurkowski (1974), in his 1970s writings, according to Eisenberg & Spitzer (1991, 264), information literacy is "the ability to use the techniques and skills of a wide range of information tools, as well as primary sources of information in the design of information solutions." Ten years later, information literacy was deemed "a necessary skill for new careers and citizenship" and "lifelong learning" by the National Commission on Excellence in Education (Baumbach 1986, 279).<sup>8</sup>

The definition of information literacy based on the Kuhlthau model states that people in the information society have the ability to read and write information essential to their daily lives, are able to recognize the need for

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<sup>8</sup> Thomas, Pickering Nancy. 2011. *Information Literacy and Information Skills Instruction*. (California; Libraries Unlimited, Third Edition, ISBN: 978-1-59884-490-0)

information, and are able to retrieve the necessary information in the necessary order. Preferably, they should be able to read and write to make informed decisions. Kuhlthau defined information literacy as the capacity to read and produce information that is crucial to community life.

Martin Tessner has thus offered a working definition of information literacy, which Kuhlthau's book demonstrates: "Information literacy is the ability to effectively access and evaluate information tailored to specific needs." The book derives its definition of information literacy from Kuhlthau and subsequent advancements. According to Martin Tessner's definition, information literacy is the capacity to obtain and assess information for particular life needs.

Based on the Australian and New Zealand Information Literacy Framework, the proliferation of information resources and the diversification of access methods create a need for information literacy. Individuals are exposed to a variety of information options in their studies, work, and life. This book explains how to access information and the requirements for information literacy to be useful as an information source when faced with various amounts of information in work and life. According to American Library Association, Information literacy is;

The ability to "recognize when information is needed and have the ability to locate, evaluate, and use effective needed information" is what is meant to be understood as information literacy<sup>9</sup>.

The American Library Association defines information literacy as the capacity to recognize when information is needed and the ability to find, assess, and apply information efficiently when necessary.

Information literacy is a practical manifestation and can be explained in a variety of complementary ways. These include characteristics of information literate individuals, key elements conceptualized by experienced information users, standards of student behaviour, and rubrics for assessing

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<sup>9</sup> ALA "American Library Association"

information literacy. In other words, you can tell us to correct the information if we can properly use it. However, there still needs to be some aspect or norm that can tell him that he really needs information.

Based on Mariann views, Information literacy is the capacity to make the best use of the information at hand in order to meet your information needs. This entails knowing where to look for pertinent information, assessing its quality and relevance, and applying it to achieve your goals—for example, gaining new knowledge or improving your own or others' comprehension of a subject.<sup>10</sup>

Information literacy itself has indicators or models that can be analysed to determine an individual's information literacy abilities. That six models of information literacy are known to researchers: the empowering 8 model, the information skills model, the information seeking model, the information the big skills, the information process model, and the research process model.

Accordingly, the definition of information literacy was created in 1974 by Paul Zurkowski (President of the Information Industry Association) in response to a suggestion from the National Library and Information Science Board that Rice's programs should accomplish either of the following: I did. Literacy is universal. Mr. Zurkowski said that a person trained to use these sources of information to accomplish a task has techniques for successfully using that information and combining it with the use of various information tools. Said that because he has mastered the ability, he is called a person who rims information. According to Paul Zurkowski, literacy means that trained people use sources that enable them to accomplish their tasks and use technology to obtain information that shapes their skills.

Citation from the President's Commission on Information Literacy of the American Library Association (ALA). According to the organization, "To be information literate, one must be able to recognize when information is

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<sup>10</sup> Lokse, Mariann. 2017. *Teaching Information Literacy In Higher Education; Effective Teaching and Active Learning*. (United Kingdom; Chandos Publishing, ISBN: 978-0-08-101005-1) p.14

needed, and have the ability to find, evaluate, and use the needed information effectively" . He clarified that everyone possesses information literacy, which is important. requires a special capacity to locate and apply information.

Information literacy is a term used to refer to people who are aware of the importance of information literacy. Based on the magazine Pradeepa Wijatunge, an information literate person is described as someone who:<sup>11</sup>

- a. Recognize that accurate and complete information is the basis of intelligent decision-making
- b. Recognize the need for information
- c. Create questions based on information needs
- d. Identify potential sources of information
- e. Develop successful search strategies
- f. Access information sources, including computer-based and other technologies
- g. Evaluate information and organize it for practical use
- h. Integrate new information into existing bodies of knowledge
- i. Using critical thinking and problem-solving information in an information literacy environment, students participate in active and independent learning activities, and teachers encourage student participation through a more adventurous teaching style.
- j. Students participating in information literacy activities
- k. Seek a wide range of information sources
- l. Provides understanding of the content
- m. Ask questions about what you learned
- n. AD Learn with your environment, people, and tools
- o. Reflect on your own learning.
- p. Assess your own learning.
- q. Take responsibility for your own learning.

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<sup>11</sup> Wijatunge, Pradeepa, *Empowering 8: The Information literacy model developpe in Sri Lanka to underpin changing education paradigms of Sri Lanka*. (Sri Lanka: National Institute of Library and Information Sciences in University Colombo, 2005) p.33

## **B. Models of Information Literacy**

The Information Literacy Model consists of six models and has existed from 1985 to the present. Information literacy models can be used to identify different indicators and to show the relationships between them. This model can be used to explain the importance of information literacy. You can center part or all of your model from the statement. Among the six models, all have the same and different aspects when it comes to analyzing information literacy indicators. Below are the most commonly used information literacy models in the United States. Based on one of these models and the most recent model created in Sri Lanka, numerous locations have created their own stages.

Eko Wiyanti's research indicates that he has six information literacy models from 1985 to the present. Irving (1985) on information skills; Kuhlthau (1987) on information seeking; Iceberg/Berkowitz (1990) on information problem solving (big skills); New South Wales (1991) on information processes; Pitts/Strupling (1992) on research processes; and NILIS Using the Empowering 8 Model (2004) on information processes. Based on Ekowiyanti's research, researchers have determined that some information literacy models comprise his six models, which are interconnected and derived from the stages of model development of earlier models.

### **1. Irving- Information skills**

Based on the Educates website, Anne Irving covered the concept of cross-curricular connections in her 1985 book *Learning and Information Skills Across the Curriculum*. She clarified that conducting research is a crucial aspect of daily life and is closely related to lifelong learning. Information on Ann Irving's definition of information literacy can be found on this website. The curriculum's concept of information literacy emphasizes the value of information as a lifelong learning experience and a process of daily living.

Ann Irving developed the Nine Step Information Skills Model, which is still utilized in classrooms today despite the arrival of numerous other models. The actions consist of:

- |                |                 |
|----------------|-----------------|
| a. Formulating | f. Recording    |
| b. Identifying | g. Interpreting |
| c. Tracing     | h. Shaping      |
| d. Examining   | i. Evaluating   |
| e. Using       |                 |

## **2. Kuhlthau- Information Seeking**

Carol Kuhlthau, a library and information science professor at Ragnars College in New Jersey, created the Kuhlthau model of information literacy. This model illustrates how users approach the process of conducting research and how their confidence increases over time. Initiation, selection, research, formulation, collection, presentation, and evaluation are among these phases.

The fact that gaining information literacy requires learning particular, defining skills is one of its characteristics. The following explanation can be given for these traits. (1) Knowledge and abilities, such as the capacity to organize research plans and assess data. (2) Attitudes that are consistent with developing traits like skepticism, perseverance, and attention to detail. (3) It requires work and time. (4) In accordance with needs. (5) Do not depend on, but are connected to, literacy.

## **3. Eisberg/Berkowitz – Information Problem Solving (The Big Skills)**

It was developed by Mike Eisenberg, a professor of information science at Syracuse University, and Bob Berkowitz, a library media specialist in Syracuse, New York. He is one of the best-known models in this field and is often taught to students as a guide for their studies, especially at the K-12 level. The Big Six steps include Task Definition, Information Search Strategies, Location and Access, Information Use, and Synthesis and Evaluation. The definition of information literacy developed

by Mike Eisenberg is known as the "Big Six" because the steps to information society literacy require his six major steps.

#### **4. New South Wales- Information Process**

The Australian and New Zealand Information Literacy Framework is based on the New South Wales book and was revised in 2004.

- a. Recognize information needs
- b. Determine the amount of information needed
- c. Efficient access to information
- d. Critically evaluate information and its sources
- e. Classify, store, manipulate, and reformulate collected or generated information
- f. Integrate selected information into knowledge databases
- g. Use information effectively to learn, create new knowledge, and solve problems and make decisions
- h. Understand the economic, legal, social, political, and cultural aspects of information use
- i. Access and use information ethically and legally
- j. Using information and knowledge for participatory citizenship and social responsibility
- k. Experience information literacy as part of independent and lifelong learning.

#### **5. Pitts/Strupling – Research Process**

This model guides students through the stages of writing a research paper. The 10 steps begin with topic selection and end with the creation and presentation of the final topic. This information literacy model consists of 10 steps;

- a. Select comprehensive topics
- b. Get an overview of Topic
- c. Narrow down your topics and select comprehensive topics
- d. Write a thesis/statement of purpose
- e. Developing questions to guide research

- f. Planning research and production
- g. Locating, analysing, and evaluating information sources
- h. Evaluate the evidence, take notes, and compile references
- i. Overview to draw conclusions/organize information
- j. Create and publish the final product

### **C. Empowering 8**

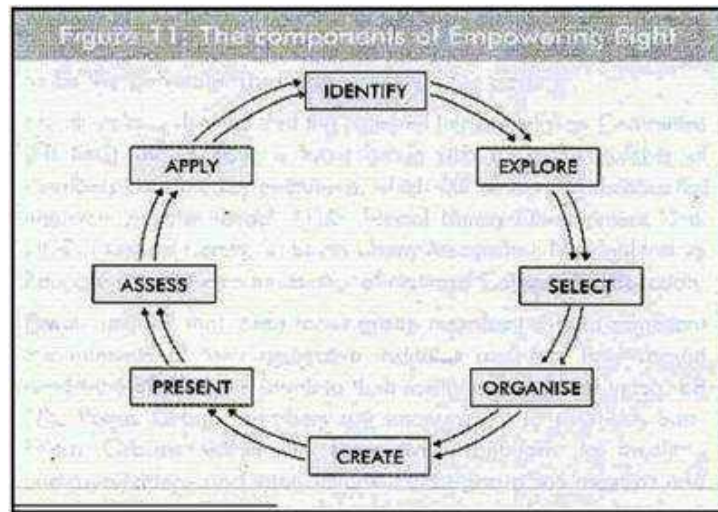
Empowering 8 is the final model of information literacy based on six existing information literacy models. All indicators have approximately the same points or indicators that are discussed or developed to take into account knowledge structures, local staff, competencies, skills and information process elements. The only Empowering 8 model created by an Asian based on 6 information literacy models. This model was developed in 2004 in collaboration with 10 Asian countries, including Indonesia. As the name implies, this model includes his eight information literacy dimensions or indicators. This model was created on June 29 at the Annual National Conference on Library and Information Science, which was hosted by the Sri Lanka Library Association. It was based on an explanation of Empowering 8 found in the Sri Lanka Journal of Librarianship and Information Management.

Thirty participants from Bangladesh, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Singapore, Sri Lanka, and Thailand assembled eight models for the workshop. ASL (Diljit Singh, Malaysia), ASLA (Karen Bonano, Australia), IFLA (Professor Russell Bowden), IASL (Linda Oldham of Colombo Overseas School, Sri Lanka), and Sri Lanka are the other contacts in addition to Mr. Gerald Brown, the principal NILIS advisor from Canada. Empowerment 8 is his sixth information literacy in this study.

Based on the previous information literacy model, this was eventually developed into his eight indicators by some people and called the Empowering 8 model. This model is called E8 in the Empowering 8 model because it includes eight discovery indicators and uses them in its information. In this study, those who want to achieve information literacy must have these eight



indicators or complete his eight steps to strengthen the eight models. Therefore, the Empowering 8 model itself is explained in cyclic steps;



*Picture 1 - Empowering 8 Indicators*

Each of the Empowering 8 indicators consists of a set of steps or indicators that need to be finished for each chapter. Once we reached the eighth indicator (apply), we would return to the first step and the indicators (identify). This situation can be compared to someone who has already received "something" and plans to use it to help others receive it even more. The empowering 8 model, which is used in this study, includes eight indicators that show information literacy.

Referenced in Eko Wiyanti, Empowering 8: A Model of Informatics Literacy. Eight indicators, or the ability that students or readers should possess, make up this model. The skills are;

1. Identify; determine the topic or subject, the intended audience, the appropriate format, and the types of sources.
2. Explore; The information and source appropriate for the subject or materials
3. Select; Pick and note pertinent information, and compile it from a variety of sources that are appropriate in accordance with

4. Organize: the information should be evaluated, arranged logically, and differentiated between fact and opinion. A visual aid should be used to help compare and contrast the information.
5. Create: Compose content using your own words, edit it, and create a booklist.
6. Present: Information that will be displayed, disseminated, or presented.
7. Assess; evaluate the output and enter it based on the opinions of others.
8. Apply: Entering, carrying out, assessing, and using the knowledge gained from the activity that

Based on Sri Lanka workshop, the Indicators and Learning outcomes of 8 indicators of Empowering 8 Indicators. <sup>12</sup>The student will be able to demonstrate ability to:

#### 1 Identify

- a) Define the topic/subject
- b) Determine and understand the audience
- c) Choose the relevant format for the finished product
- d) Identify the key words
- e) Plan a search strategy
- f) Identify different types of resources where information may be found

#### 2 Explore

- a. Locate resources appropriate to the chosen topic
- b. Find information appropriate to the chosen topic
- c. Do interviews, field trips or other outside research

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<sup>12</sup> Wijatunge, Pradeepa, *Empowering 8: The Information literacy model developed in Sri Lanka to underpin changing education paradigms of Sri Lanka*. (Sri Lanka: National Institute of Library and Information Sciences in University Colombo, 2005)

- 3 Select
  - a. Choose relevant information
  - b. Determine which sources are too easy, too hard, or just right
  - c. Record relevant information through note making or making a visual organizer such as a chart, graph, or outline, etc
  - d. Identify the stages in the process
  - e. Collect appropriate citations
- 4 Organize
  - a. Sort the information
  - b. Distinguish between fact, opinion, and fiction
  - c. Check for bias in the sources
  - d. Sequence the information in a logical order
  - e. Use visual organizers to compare or contrast information
- 5 Create
  - a. Prepare information in their own words in a meaningful way
  - b. Revise and edit, alone or with a peer
  - c. Finalize the bibliographic format
- 6 Present
  - a. Practice for presentation activity
  - b. Share the information with an appropriate audience
  - c. Display the information in an appropriate format to suit the audience
  - d. Set up and use equipment properly
- 7 Assess
  - a. Accept feedback from other students
  - b. Self-assess one's performance in response to the teacher's assessment of the work

- c. Reflect on how well they have done
  - d. Determine if new skills were learned
  - e. Consider what could be done better next time
8. Apply
- a. Review the feedback and assessment provided
  - b. Use the feedback and assessment for the next learning activity /task
  - c. Endeavour to use the knowledge gained in a variety of new situations
  - d. Determine in what other subjects these skills can now be used
  - e. Add product to a portfolio of productions

#### **D. Digital Literacy**

Digital literacy is the capacity to use digital technologies for safe and appropriate information creation, management, understanding, integration, communication, evaluation, and creation of content for employment, respectable jobs, and entrepreneurship. It encompasses competencies known by different names, such as media literacy, computer literacy, information literacy, and ICT literacy. The skills needed to live in a society where social media, mobile devices, and internet platforms are the main means of communication and information access are referred to as digital literacy.

Given that information is produced more quickly than ever in the twenty-first century and is the foundation of the expansion of the world economy, this is especially important. The way people look for information is changing more quickly than it has in the past due to the internet and the development of strong engines.

In the era of electronics, educational establishments have been going through.

#### **E. PREVIOUS STUDY**

The Information Literacy is importance skill for an Information literate society. Based on Prasanna Ranaweera research explained Teachers have a high need for information literacy in order to carry out their duties efficiently and successfully. Prasanna collected the data from some program and research from the other researcher to supported her research that Information literacy is needed to program education in the college especially for library staff. The researcher found one of program from NILIS to their students using Empowering 8 model as their Information literacy program. The students trained to read, writing, direct quoting, paraphrasing in different style and make the more critical thinker with the empowering 8 steps.

Ashar in her research stated to develop Information Literacy using the Big 6 model in the learning process as an effort growing a culture of literacy in schools. Ashar make some activities based on Big 6 model to practice and develop the students to be information literate through doing habituation such as reading a book 15 minutes before the lesson starts, then directed to the development stage includes reading comprehension, critical thinking, and ability processing activities communication. The result from her research makes the students' knowledge about information increase.

Endry Boeriswati, a researcher from State university of Jakarta who research about "Implementing Empowering 8 as Information Literacy Model" that she implementing this model into some students in the college based on students who had some academic characteristics. Thus, the researcher measures the students' ability through empowering 8 that conducted with the following steps. Endry study aims to find solutions and a thorough analysis of effort to improve students' problem skills.

Several studies, journals and articles from Kuhlthau 1987, McDonald 2003, Bundy 2004, Eko 2007 and Pradeepa 2014 show several literacy information models that can categorize achievements to become information literate. One of them is a study from Pradeepa that reviews an information literacy program offered for undergraduates in a Faculty of Law in Sri Lanka. The researcher discussed about some problems in Sri Lanka that has low

reading culture that is important to looking for the method to solve the problem. In his research, pre-categorized eight aspects of information literacy, each of which there are several categories and this model is called the "Empowering 8" model. Some reasons that make the writer choose this model is because of The model was developed on June 29, 2014, at the Sri Lanka Library Association's Annual National Conference on Library and Information Science.

Thirty participants from Bangladesh, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Singapore, Sri Lanka, and Thailand created eight models for the workshop. Mr. Gerald Brown, a NILIS advisor from Canada, is the primary contact. Other people to get in touch with include Professor Russell Bowden at IFLA, Diljit Singh from Malaysia at IASL, Karen Bonano from Australia at ASLA, and Linda Oldham from Colombo Overseas School in Sri Lanka at ASLA (Pradipa, 2014). Since it reflexively reflects the conditions in the region, this information literacy model was created by Asians for Asians.

Based on aspects or points contained in Empowering 8, this model will help researcher find out which aspects have been achieved by English teacher as Information provider who teach in Kediri through online questionnaires the researchers collect answers and the answers based on what English teacher' experienced while teaching in their school as long as during or using e-learning or in class. Therefore, the following research questions are addressed: What is the information literacy ability of English teacher? And Are they Information literate enough as an Educator?

This research is a study to know the Information literacy's competence of English teacher as an Educator. The case study that investigated in elementary school English teachers in in Kediri area based on Empowering 8 model indicators as one of Information literacy models.

### **CHAPTER III**

#### **RESEARCH METHOD**